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ABSTRACT

This description of the simulated school library of the Salisbury College curriculum laboratory explains its operation and development in a small college setting. Sections provide an overview of the laboratory's collections, physical arrangement, and use. Included are handouts given to students which describe the facility's philosophy and services: the Curriculum Laboratory Center, How to Devise a Lesson Plan, Xerox Curriculum Clearinghouse Guide, What Is a Curriculum Guide, How to Use the Education Index, How to Use the CIJE (Current Index to Journals in Education), and What Is ERIC (Educational Resources Information Center) and How to Use ERIC. (Author/JD)

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THE CURRICULUM LABORATORY IN AN ACADEMIC LIBRARY:

A SIMULATED SCHOOL LIBRARY. DEVELOPMENT AND USE:

A BRIEF OVERVIEW

by

Beth Knapke

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THE CURRICULUM LABORATORY IN AN ACADEMIC LIBRARY: A SIMULATED SCHOOL LIBRARY. DEVELOPMENT AND USE: A BRIEF OVERVIEW

Curriculum labs seem to operate differently from school to school with respect to their arrangement and location within that campus. This description of our curriculum lab will explain its operation and development in a small college setting. Salisbury State College has been growing steadily within the past 10 years. It is state supported and offers a Master's degree in Education and other advanced degrees. The college began as a State Teacher's College and expanded to include majors in all fields. The curriculum lab was needed as an organized body of "hands on" materials which would enable students in the program as well as educators in the community (seeking higher degrees) to obtain materials. The lab contains college level education books, sample textbooks used in the county schools, curriculum guides used in the state, juvenile trade books including fiction and non-fiction titles found in school libraries for grades K-12, and audiovisual kits. Student teachers can, therefore, use books as reference sources to enhance their unit plans and audiovisual items as a means of information as well as supplementary material.

Development of the lab

The curriculum lab had been well organized in terms of its materials, but there had been no formal orientation sessions to acquaint students about its function and use. We did need to add new kits and textbooks series so we sought professors' suggestions, read numerous reviews from Booklist, Previews, and School Library Journal and looked at collections of nearby public schools for the appropriate audiovisuals and books which we would request. Our science collection needed to be updated so we used those annual listings from Science and Children's outstanding science books.

We needed to build up the trade book collection, and in order to purchase quality titles, we consulted Charlotte Huck's Children's Literature which recommends outstanding authors' works. We are fortunate to subscribe to the School Library Journal, and for a fee we also receive SLJ's reviews on 3x5 cards. We then have the complete bibliographic information available and we can thus forward these cards to our education liason representative who is familiar with what is read in the schools.

The most difficult to obtain were an up to date collection of curriculum guides. These guides gave some very helpful lesson plans and great activities, but we found that our science collection was especially outdated. We then wrote to every county in Maryland to request a title and price list. Since it is financially impossible to buy curriculum guides in a national level, we relied on three sources to fulfill this need. The first is the Educational Resources Information Center (ERIC) which does have guides on many topics by grade level and subject from all over the country. Fortunately, we have this collection, and anyone is allowed to use it. The second source of curriculum guides on microfiche is the Xerox Curriculum Materials Clearinghouse which has guides by both subject and grade level. Our students have found the suggested activities to be very useful. It's publication date is 1973, and since then we've decided to purchase the Fearon Pitman collection (1978) which has about 1000 guides on fiche as compared to the 260 in the Xerox Curriculum Materials Clearinghouse. Microfiche collections such as ERIC, Xerox Curriculum Materials Clearinghouse, and Fearon Pitman are easy to store, take up less shelf space, and are inexpensive compared to the $10.00 (average) per hard cover guide. Of course, the students can borrow the guides to use at home whereas they must use our microfiche machines in the library. But the cost and shelving problems can be eliminated.

The Physical Set Up

We now had four categories to arrange logically and physically and this was not easy. We began with the trade books and followed them with the curriculum guides and textbooks. We placed the latter two together with the abbreviation of "Curr." above the call number of the book so as to designate it as a teaching aid. "Juv." was placed above the call number of the trade books so as to identify their location as juvenile literature. Therefore, anyone who wished to browse in these two areas could be sure of obtaining either juvenile titles or textbooks and curriculum guides.

The audiovisual materials posed a problem for the cataloging department as they seem to do in most libraries. Some of the kits come with numerous parts which must be counted and labeled. The Anglo American Cataloging Rules Chapter 12 revised (ALA, 1975) was consulted. We then put an abbreviation such as "Cass." for cassette and "Filmstrip" for filmstrip above the call number, and each item has complete catalog card describing its contents. We also used Specialized Service in Cincinatti, Ohio which provides pre-processed catalog cards for audiovisual items that do not have their own cards. We sent the title of the item, publisher and catalog number and received a complete set of cards.

Our next problem was whether or not to integrate the catalog drawers which were set aside for audiovisual materials only, into the rest of the catalog. We decided to integrate the cards after all, and this has given patrons a multi-media approach to their subject. Patrons who would not normally seek out the audiovisual drawers were pleased to see a cassette or filmstrip on a topic which they thought would only render books.

The next decision we made was to remove the actual filmstrips and cassettes from their original boxes and house these contents behind the circulation desk. This could prevent theft but at the same time allow the student to study the teacher's guide in the empty box arranged by its call number on the shelves in

the curriculum lab. We provide previewers such as cassette machines and filmstrip viewers which students can use in the private viewing carrels and sound proofed rooms.

Use of the Curriculum Lab

The other non-book materials available in the curriculum lab are transparencies, pictures, and posters all of which have their own subject arrangements. There are now well over 10,000 large and small pictures. We have a Seal Press used to mount pictures, and we send the posters to our own Instructional Resources department here on campus to laminate them so as to preserve them when they are on the bulletin boards. A units file is also available which contains magazine and newspaper articles about the many subjects taught. It contains some interesting activities such as short poems, stories, and plays on numerous topics.

We felt that since methods and student teachers were using this lab, it would be appropriate to introduce classes to our system, suggesting how to find titles in the card catalog, how to use the Education Index to find activities for projects, and how to use ERIC to find other curriculum guides we did not have. Although everything is filed in the main card catalog, not all subject material is readily available. For example, the curriculum guides which have chapters on body parts within them are not easy to find. Therefore, we have gone through the guides and have made subject bibliographies to make it easier for students to find all kinds of materials on one topic. Textbooks arranged by subject and grade level also contain activities, and the librarian can find these helpful. We also provide call numbers so the student can go right to the shelf and find the materials instead of consulting the card catalog.

One example of a bibliography we have used with success is a Guide to Subjects and Concepts in Picture Book Format (Yonkers, 1974). We compared what we had in our collection to what they had and wrote the call numbers and

titles of the books. Since our picture book collection is so large, the guide utilized the collection as more of a teaching aid than just a collection of children's literature. Such concepts as death, sex, sibling rivalry, the seasons, transportation, etc. are listed so that these titles can be used for Social Studies, Science, and Math classes as well. This list is also utilized by teachers of Special Education as a bibliotherapy tool since it covers topics dealing with personality traits.

Since the lab is open the same hours as the main library, the area is not always covered by a professional. Thus, we've devised literature on how to use the area, and we have signs and maps to explain the locations of the picture file and other specialized materials. A student could gather materials together to form a unit just by following the suggestions from "How to teach a unit on Social Studies".

Summary

It took us about 1½ years to accumulate an abundance of up to date, functional materials, and we are proud of the collection. At first we lacked a large number of items on one particular subject which we remedied by purchasing those items over the years with the help of Federal Funds. The study of body parts, for example, is a topic covered in both Special Education classes and Early Childhood classes. We now have juvenile trade books, curriculum guides, and audiovisual kits available on this topic. In fact, we were able to accumulate enough titles for a bibliography.

Every Curriculum Lab operates differently, and in formulating this one, we have chosen various ideas which either were described in journals, discovered by observing other curriculum labs and by listening to the experience of others. The literature written about curriculum labs has been helpful, but this is an attempt to describe our arrangement. Thanks to the co-operative catalogers and the

circulation department, we've run the area successfully. Obtaining and cataloging the materials was important, but more important now is digging out the information for the appropriate grade level, interest and teaching method. For the past three years we've seen student teachers use our materials and then return to use those materials when they've procured a teaching position. We are happy that we are providing a service that is utilized enthusiastically.

The following are handouts we give the students which describe the lab's philosophy and services.

THE CURRICULUM LABORATORY CENTER

The Curriculum Laboratory Center, located in the southwest corner of the library is designed to provide materials for both individuals and classroom use for grades K-12. Textbooks, curriculum guides, idea files, and learning resource audiovisual materials housed there are meant to expose teachers to a multi-media approach to their subject.

AUDIOVISUAL AND INSTRUCTIONAL KITS

Audiovisual and instructional aid kits are separated from the book collection. They are located to the left of the juvenile books and are arranged on the shelf by call number. We have removed the filmstrips and cassettes and house them behind the Circulation Desk. If you wish to obtain them bring the empty box to the Circulation Desk and ask for its contents. Kits may be checked out for four weeks. Audiovisual materials can be previewed by requesting filmstrip viewers and cassette players at the Circulation Desk. The cards for these kits are filed in the main card catalog by title, author, and subject.

THE JUVENILE COLLECTION

The juvenile collection consists of reading levels for all subject areas for grades K-12, including fiction books often studied in schools. The cards are filed by the author, title, and subject in the card catalog. The books are identified by the designation of "Juv" above the call number.

TEXTBOOKS AND CURRICULUM GUIDES

The textbooks and curriculum guides are separated from the juvenile books and are shelved behind that collection. The textbooks are arranged by subject and represent those series found in Wicomico County and other counties in Maryland. Newer textbook series are in the Library of Congress section and older texts are in the Dewey section. The designation "CURR" above the call number identifies these books.

PICTURE AND UNIT FILES

The picture and units files are housed in the large cabinets in the curriculum area, and they are arranged by subject. These items may be checked out for a period of 4 weeks. Large posters and maps are kept in the map cases. These, too, may be checked out for classroom use.

For assistance or additional information, please see the Curriculum Librarian.

PERIODICALS

We subscribe to a number of periodicals which are found in shcool libraries. The contents of these publications consist of quality children's literature as well as an abundance of actual teaching activities. They can be borrowed for four weeks. Back issues are shelved behind the lift up panels.

POSTERS

Posters are often oversized pictures which display an educational concept and have the advantage of being large enough and detailed for class use. Our collection is arranged by subject and housed in a map case.

TRANSPARENCIES

Transparencies are available and are arranged by subject. Commerically produced sets are listed in the card catalog under subject. Those produced on the thermofax machine are included in the subject arrangement within the file cabinet drawers.

AUDIOVISUAL CATALOGS

If you would like to see what a particular company produces in the field of audiovisuals, we have numerous catalogs which list titles and prices of their materials. These are arrange by subject as well as the type of media format, i.e. sound filmstrip, cassettes, etc.

HOW TO DEVISE A LESSON PLAN

Curriculum guides are useful to teachers because they have an exact format for planning lessons. They also provide many ideas to help teach creatively. Methods students and student teachers often find that the textbooks, units files, and trade books are helpful in planning a lesson, but many need a tool that will actually put an entire lesson plan together. The Xerox Curriculum Materials Clearinghouse on microfiche is that tool which disseminates modern instructional materials in all subject areas and at all grade levels in lesson plan format.

The 260 units for grades K-12 are designed to furnish teachers with fresh ideas and curriculum materials that are both practical and innovative in methodology. The instructional unit is assigned its own five digit number which is used for identification purposes. The user matches the number with those numbers on the upper right hand corner of the microfiche.

Not only is the index divided by subject, but it also includes grade levels. Each unit is accompanied by an abstract and a critical appraisal by an impartial curriculum consultant.

Any microfiche reader may be used for reading. Copies may be made at 25¢ per page. A Microform Request Card may be secured from the Circulation Desk. Fill in the necessary information and leave at the desk with the item to be copied. Twenty-four hours service is provided.

XEROX CURRICULUM CLEARINGHOUSE GUIDE

HOW TO USE EFFECTIVELY

1. *State your course of study in terms of topic and grade level.*

2. *Find your topic in the alphabetical index in the front of the book. Then use the number to the left and turn to the abstract.*

3. *The index does divide curriculum studies by grades; grades K-12 are covered. This is especially useful for elementary education majors who must instruct most areas of study.*

4. *If you are looking for a specific topic such as fractions, ceramics, or women's liberation, choose a broader subject heading that would most likely include that area of study. e.g. "Jr. High Math - Seventh Grade" would most likely contain fractions.*

5. *The abstract will tell you what specific courses of instruction are in that entire unit.*

6. *The critical annotation at the bottom of the page evaluates the curriculum guide with respect to quality of materials. It is important to read this to see what areas of the guide are either weak or strong.*

7. *<u>Remember</u>: These guides were created by teachers and have been used by their students. Their methods may or may not be applicable, but their ideas and suggested activities are useful.*

WHAT IS A CURRICULUM GUIDE

Curriculum guides are written by members of a teaching staff from a particular school district. The purpose of a curriculum guides is to:

1. *List behavioral objectives that a student is expected to accomplish in a given period of time.*
2. *List activities designed to perform those behavioral objectives.*
3. *Contain pre-tests and post-tests to determine the level of student's achievements.*
4. *List AV materials, textbook titles, and supplementary books where teachers drew their information. Some curriculum guides refer students to these sources so they can do the assignment.*

The information in the curriculum guide describes the philosophy of a program and what it emphasizes in a particular course of study. Example: "It seeks to provide all students with the values, skills, and understandings, and knowledge needed to cope with the pressing social problems of our age." (<u>How People Live in Communities Around the World</u>. Grade 2.)

Some example of themes covered in the fourth grade are:

1. *How people discovered and explored the Americas.*
2. *How people settled and developed colonies in North America.*
3. *How people established the U.S. A.*
4. *How people developed our nation.*

One curriculum guide notes "Select and adapt learning activities in accordance with the interests, background, and abilities of the pupils. No curriculum bulletin is ever final."

How to find a curriculum guide in the library.

1. *Card Catalog - Find your subject in the subject drawers and then locate the phrase "Study and teaching." Example: Mathematics - Study and teaching. The call number will have the term "CURR" (short for Curriculum) above it as a descriptive location.*
2. *<u>Educational Resources Information Center</u> (ERIC) under "Curriculum Guides."*
3. *<u>Xerox Curriculum Materials Clearinghouse</u> - use the table of contents and consult yellow instruction sheet for details.*

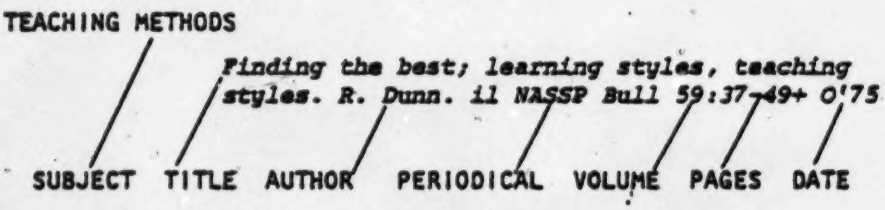
HOW TO USE THE EDUCATION INDEX

The EDUCATION INDEX is an author-subject index to educational materials in the English language. It indexes over 200 periodicals and many education yearbooks and bulletins. Subjects are arranged alphabetically and contain sub-topics for a more specific approach. Good cross references help you locate the word or term under which your topic is listed.

HOW TO USE THE EDUCATION INDEX:

1. *For the most current articles, use the monthly (paperback) issues. For additional references, work back through the bound volumes.*
2. *Refer to the subject listings and choose pertinent articles.*
3. *Note the name of periodical, volume and page of periodical, the date of publication, the title of the article, and the author's name if given.*
4. *If you wish to read the entire article, check our* PERIODICAL HOLDINGS LISTS *to see if we have the title and date. Note which journals are on microfilm, which are filed separately.*
5. *Back issues of periodicals are shelved upstairs by the title, and current issues are on the main floor.*
6. *There are two Xerox machines available for photocopying.*

SAMPLE



ASK A REFERENCE LIBRARIAN

If you have difficulty finding your specific topic.

If you need help with the microform readers.

If you require an article from a journal that the library does not have.

7/78 Blackwell Library

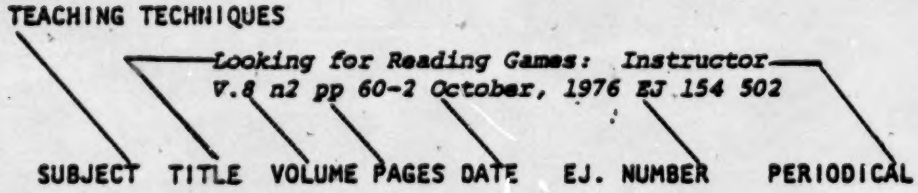
HOW TO USE THE CIJE (CURRENT INDEX TO JOURNALS IN EDUCATION)

CIJE is a publication of the Educational Resources Information Center and is devoted exclusively to periodical literature on education and related topics. It draws upon the subject headings and vocabulary developed by ERIC. CIJE currently indexes more than 700 publications. The articles are listed in both a subject and author index but the "main entry section" is the place to find complete bibliographic information and brief annotations.

HOW TO USE CIJE:

1. *Consult the* THESAURUS OF ERIC DESCRIPTORS *for subject headings and terms used for the topic you are researching.*
2. *For the most current articles, consult the monthly (paperback) issues for the terms you have located in the* THESAURUS. *For additional references, work back through the semiannual and annual cumulations.*
3. *If the journal article appears to be suitable, copy the EJ number and check the main entry for more complete information if desired.*
4. *If you wish to read the entire article, check our periodicals listings to see if we have the title and date. Note which journals are on microfilm, which are filed separately.*
5. *Obtain bound volumes of the journals upstairs or current journals on the main floor.*
6. *There are two Xerox machines available for photocopying.*

SAMPLE



ASK A REFERENCE LIBRARIAN:

If you have difficulty finding your specific topic.

If you need help with the microform readers.

If you require an article from a journal that the library does not have.

WHAT IS ERIC

The Educational Resources Information Center (ERIC) of the National Institute of Education (NIE) publishes a monthly abstract journal, RESOURCES IN EDUCATION (RIE) which announces research reports and other non-journal literature of interest to the educational community. These documents are cataloged and abstracted, and are indexed by subject, by author or investigator, and by responsible institution.

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature in their particular subject areas, selecting the highest quality and most relevant material.

HOW TO USE ERIC

1. Consult the Theasaurus of ERIC Descriptors for subject headings and terms used for the topic you are researching.
2. Consult Annual subject index for the terms that you have located in the Thesaurus, and use monthly issues for current documents.
3. If document appears to be suitable, copy the ED number and read the complete resume to see if it is really pertinent.
4. If you wish to read entire document, obtain microfiche copies filed by ED number from the microfiche drawers.
   a) Remember - When marked "Not available from EDRS" (ERIC Document Reproduction Service) it will not be found with ERIC microfiche but must be located from other sources cited.
   b) "HC" means hard copy and "MF" means microfiche.
5. When you have obtained the microfiche, read it on the micofiche readers. Directions are on each machine.
   DO NOT REFILE microfiche. Deposit them in the cardboard box on top shelf.
6. Print-out of all microforms are available at -5¢ per page. Ask at Circulation Desk for forms to complete.

CIJE

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE) is located in the Reference Area. Articles are listed in subject index and author index. The main entry section gives additional information. Articles are in journals. Check our periodicals listings to see if we have that title and date.

FOR MORE HELP

There is an audiovisual presentation of how to use ERIC. The sound filmstrip viewer is next to the ERIC microfiche viewers. Ask for the key at the Circulation Desk. Problems? Still confused? See the Reference Librarian on duty.

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